

## School self-evaluation

<b>School</b>	Clovelly House
<b>URN</b>	144619
<b>Age range</b>	10-18
<b>Date</b>	September 2019

This document provides a summary of the school's judgements about the quality of provision and outcomes at the date stated above.

Judgements stated in this document take account of the Ofsted framework for the inspection of non-association independent schools. Senior leaders have considered the Ofsted evaluation schedule, including the extent to which the school meets the requirements of the Independent School Standards, 2014.

The judgements provided in each section reflect the school's current evaluation, based on the criteria in Ofsted's evaluation schedule (Pages 26 to 58 of the 'Non-association independent school inspection handbook, February 2016').

Senior leaders must ensure that they have suitable evidence available to illustrate and justify their judgements.

*Text boxes will expand to accommodate typed text.*

Prompts	Context of the school
Previous inspection date.	April 2018
School ethos.	SEMH school based on therapeutic principles.
Main school aims.	<ul style="list-style-type: none"> <li>* personalised nurturing environment where children who have experienced difficulties at school are able to develop self-confidence, self-esteem, independence and resilience skills.</li> <li>* Children have emotional needs such as anxiety disorders, self-harming behaviours and mental health difficulties resulting in poor emotional regulation. They may also have challenging behaviour and inappropriate social skills.</li> <li>* The school supports the child to develop socially acceptable behaviour and develop the self-awareness and confidence to manage their emotional states.</li> <li>* The school aims to support pupils to 'stay safe, respect themselves, other and things, and to achieve'.</li> </ul>
Residential provision.	The school is registered as a 'day school', but it shares the site with a children's home and the children in the home attend Clovelly House School.
School characteristics.	<ul style="list-style-type: none"> <li>* large number of children with anxiety disorders, stress and self-harming behaviours</li> <li>* the ethos of the school is that of a 'countryside school'.</li> <li>* The environment is calm and quiet and the grounds are surrounded by streams, some woodland, farms and open fields</li> <li>* pupils have the space for out-door recreation, gardening, workshops and raising chickens and small animals</li> <li>* The curriculum is designed to offer individualised learning for all pupils including a package of formal subjects in addition to an enhanced curriculum.</li> <li>* Four of the children may be resident at the children's home and these will all be educated at Clovelly House School from the home site.</li> <li>* Pupils are offered opportunities to engage in projects according to their interests and abilities and will be supported and encouraged to build self-confidence and self-esteem, thus providing the environment for each young person to progress and achieve good outcomes.</li> </ul>
Special needs.	<ul style="list-style-type: none"> <li>* registered independent special school which caters for boys and girls aged 10-18 years who primarily have social, emotional and mental health difficulties,</li> <li>* may also have other complex needs such as ASD, ADHD, SEMH, LD and other difficulties.</li> </ul>
Age range.	The school is registered to take up to ten mixed gender children from 10 – 18 years.
Barriers to expected progress.	<ul style="list-style-type: none"> <li>* poor history of school attendance and achievement.</li> <li>* experienced of complex trauma and abuse</li> <li>* attachment disorders</li> <li>* additional needs.</li> </ul>
Attainment on entry.	*Most of the pupils have significant backlogs on entry to the school.
Children looked-after.	Currently, 5/7 children on roll are 'looked after'.
Pupils' experience in previous settings.	* history of refusal to attend at previous schools, and/or a history of exclusions.
Periods out of school.	*Most of the children have been out of school before placement with Clovelly House for significant periods of time, up to years.
Irregular attendance.	* Most of the children have had irregular attendance, usually from refusal to attend.
Mobility.	* The children at the school are mobile
Notable achievements, school awards etc.	* The school has had 'good' OFSTED grades and is highly regarded by Local Authorities.
Alternative providers used.	The school uses Enderby Leisure Centre, staffed by our own staff, Leicestershire Outdoor Pursuits Centre, staffed by our own staff, Enderby BTech centre, staffed by our own staff, and Bosworth Academy exams unit, in co-operation with ourselves.
Recent leadership changes.	The school has been open for 2 ½ years and has no changes of leadership.

Prompts	Teaching, learning and assessment
<p>Summarise the school's view of its typical teaching quality.</p> <p>Teachers' subject knowledge.</p> <p>Teachers' expectations.</p> <p>Suitability of tasks and activities.</p> <p>Level of challenge.</p> <p>Areas in which teaching is strongest.</p> <p>Areas in which teaching causes most concern.</p> <p>Pupil engagement and motivation.</p> <p>Independence in learning/ pupils take responsibility.</p> <p>Teachers' monitoring of learning.</p> <p>Current assessment arrangements from September 2015.</p> <p>Use of assessment to assist lesson planning.</p> <p>Marking and feedback to pupils.</p> <p>Effectiveness of other adults in teaching.</p> <p>Senior leaders' understanding of teaching quality.</p>	<ul style="list-style-type: none"> <li>* The school has been open for 2 ½ years, but the current co-hort has been building up over the last 15 months.</li> <li>* Being relatively new, the teaching has been largely about building trust and relationships with children so that they are able to access learning</li> <li>* Use part-time teachers to enable skills and qualifications to be disseminated</li> <li>* Teacher have high expectations for pupil progress</li> <li>* Tasks may be under-level for newer pupils in order to establish relationships and confidence in learning, but teachers/tutors endeavour to increase the levels as soon as pupils can tolerate it</li> <li>* Individually determined for each pupil</li> <li>* English and Maths and vocational studies</li> <li>* KS4, GCSE candidates have been hot-housed.</li> <li>* D&amp;T for the brightest pupils</li> <li>* Pupils all respond well to targets and rewards</li> <li>* pupils are currently heavily adult dependent. This is expected to continue until secure relationships are established and confidence builds</li> <li>* Have well-established systems for behaviour monitoring</li> <li>* Developing new monitoring systems for pupil progress</li> <li>* Inhouse, using standardised assessments, SDQ and Boxall</li> <li>* GCSE</li> <li>* ASDAN and Unit awards</li> <li>* Comprehensive assessments done on pupils and shared between staff</li> <li>* Feedback passed back to pupils as well as parent/cares during half-termly 'mentoring' meetings</li> <li>* Small close-knit staff, therapists work with staff, TAs work independently in consultation with teachers</li> <li>* Senior leaders understand and monitor the quality for teaching</li> <li>* Staff have regular 6 weekly supervision meetings</li> </ul>
<p><b>Teaching, learning and assessment are outstanding/ good/ require improvement/ inadequate</b> (<i>delete as appropriate</i>)</p>	
<p><b>Areas for improvement in teaching, learning and assessment.</b> (<i>Taken forward to school improvement plan</i>).</p>	
<ul style="list-style-type: none"> <li>▪ (Type here)</li> </ul>	

Prompts	Personal development, behaviour and welfare
<p>Pupils' behaviour and attitudes to learning in lessons.</p> <p>How proactive are pupils in driving forward their own learning?</p> <p>Attendance and punctuality.</p> <p>Persistent absentees.</p> <p>Pupils' behaviour towards others, including pupils and adults.</p> <p>Staff expectations of behaviour.</p> <p>Use of derogatory or aggressive language.</p> <p>Bullying.</p> <p>School actions to improve behaviour – impact.</p> <p>Permanent and fixed term exclusions.</p> <p>Pupil safety.</p> <p>Pupils' ability to assess risk (e.g.: e-safety, substance misuse, extremism, knives and gangs, water, fire, roads and railways).</p>	<ul style="list-style-type: none"> <li>* Pupils mainly have anxiety disorders</li> <li>* pupils respond well to chosen adults</li> <li>* pupils are encouraged and rewards to participate in class</li>   <li>* Mostly, Pupils lack the confidence to drive their own learning forward although this is encouraged</li>   <li>* Attendance is excellent for 5/7,</li> <li>* one pupil has absence due to chronic illness</li> <li>* one has occasional absence</li>   <li>* None</li>   <li>* Usually with caution, but relationships developing, some excellent reparation work has been done by pupils towards each other</li>   <li>* High expectations</li>   <li>* Limited</li>   <li>* Limited</li>   <li>* Introducing therapeutic model of working, DDP and PACE</li> <li>* Interdisciplinary response</li> <li>* Targets and rewards</li>   <li>* None</li>   <li>* High level of awareness due to Self-harming and vulnerable group</li>   <li>* Variable, currently no issues with these, staffing is 1:1 with pupils at all times</li> </ul>

**Personal development, behaviour and welfare of pupils at the school are outstanding/ good/ require improvement/ inadequate** (*delete as appropriate*)

**Areas for improvement in personal development, behaviour and welfare.** (*Taken forward to school improvement plan*).

- \* To embed the new model of therapeutic working
- \* To embed the new assessment systems
- \* To improve interdisciplinary working

Prompts	Outcomes for pupils
<p>Summary in words of the standards and progress for pupils currently in the school.</p> <p>Attainment and progress in English and mathematics.</p> <p>Proportions of pupils making or exceeding expected progress from their starting points, in En and Ma.</p> <p>Attainment and progress in science, computing and other notable subjects.</p> <p>Progress of disadvantaged pupils (children looked-after and those entitled to free school meals).</p> <p>Summary of external examination results.</p> <p>Trends of improvement in subjects and age groups.</p> <p>Summarise areas of concern and areas of success, particularly sustained improvement.</p> <p>Best subject areas, year groups, gender and other groups.</p> <p>Strategies that have been successful in creating improvements.</p> <p>Arrangements for monitoring and evaluating progress.</p>	<p>* The current Yr 11 is working toward 4/5 GCSE  * The current KS3 pupils are undergoing assessments and beginning KS3 programs of study  * Staff are being trained in vocational options</p> <p>* 4/5 GCSE</p> <p>To be determined</p> <p>English, Food tech, Art, Outdoor Pursuits, PE</p> <p>Therapeutic modelling  'Zones of Regulation' model</p> <p>Boxall, SDQ, Standardised assessments</p>
<p><b>Outcomes for pupils are outstanding/ good/ require improvement/ inadequate</b> (<i>delete as appropriate</i>)</p>	
<p><b>Areas for improvement in outcomes for pupils.</b> (<i>Taken forward to school improvement plan</i>).</p>	
<p>* Progress in application from time of arrival is outstanding</p> <p>* Compared to mainstream, progress is good</p> <p>* The school is improving rapidly in this area</p>	

Prompts	Leadership and management
Extent to which the Independent School Standards are met.	All standards are met
Extent to which the requirements of the EYFS are met.	NA
Monitoring and evaluation of teaching and learning – securing improvement.	<ul style="list-style-type: none"> <li>* Principal is undergoing teacher assessments,</li> <li>* all staff meet to discuss one child one afternoon a week – reflective learning</li> </ul>
Monitoring and implementation of school policies.	<ul style="list-style-type: none"> <li>* Implemented, small school enables monitoring</li> </ul>
Positive ethos and relationships. Focus on improving outcomes.	<ul style="list-style-type: none"> <li>* Very good inter-staff relationships</li> <li>* Model PACE and DDP – ‘family’ ethos</li> <li>* Relationship building is a strength</li> </ul>
Management of complaints.	<ul style="list-style-type: none"> <li>* None from children or parent/carers</li> </ul>
Monitoring and evaluation of school performance.	Done by SLT
Driving forward improvements.	Done by SLT
Provision of a broad and balanced curriculum.	Done by SLT
Progress in core skills.	Monitored by Principal
Curriculum engages pupils and prepares them for life in modern Britain.	Offering the enhanced curriculum is a strength of the school – pupils have a rich diet of activities Newly established vocational centre in place to prepare for the world of work
Suitable and challenging range of accreditation.	Accreditation offers Unit awards through to ASDAN, FS, BTEch and GCSE
Quality of any off-site/alternative provision.	Newly established BTEch centre offers enhanced opportunities
Extra-curricular activities.	Rich diet, strength of the school
Governance provides support for leaders.	Offered by SLT
Governance provides challenge – ‘governors’ have well-informed knowledge of the school.	NA
‘Governors’ understand the views of pupils, staff and parents.	NA
Effective performance management – impact.	<ul style="list-style-type: none"> <li>* Monitored by SLT – evidence of effective performance</li> <li>* LAs praise the provision</li> </ul>

<p>Good opportunities for further staff development.</p> <p>SMSC and British values at the heart of the school's work.</p> <p>Equality of opportunity and diversity promoted well.</p> <p>Effective safeguarding – policy; training; referrals; recording.</p> <p>Quality of work with external partners.</p> <p>Safety of pupils – protection of vulnerable pupils.</p>	<ul style="list-style-type: none"> <li>* Pupils are achieving grades</li> <li>* Pupil and staff are usually happy in school</li>   <li>* All to retrain in 'autism'</li> <li>* Principal to identify specific areas for development by different staff</li>   <li>* Central to the work of the school</li>   <li>* Culture of tolerance and understanding promoted</li>   <li>* Enhanced staff awareness due to self-harm and vulnerability of pupils</li> <li>* Training is rigorous</li> <li>* 1:1 supervision of children at all times</li>   <li>* Integrated meetings with SS</li> <li>* Integrated meetings with therapists</li> <li>* Integrated meetings with CAMHs</li>   <li>* 1:1 staffing or 2:1 staffing</li> </ul>
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**Leadership and management are outstanding/ good/ require improvement/ inadequate** (*delete as appropriate*)

**Areas for improvement in leadership and management.** (*Taken forward to school improvement plan*).

- \* Outstanding, SLT works highly effectively together
- \* Good feedback from external agencies
- \* Pupils making excellent progress

What do learners say about their experiences at the school?

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What do parents and carers say about the school?

▪

Prompts	Spiritual, moral, social and cultural development
<p>How does the spiritual, moral, social and cultural, provision enable pupils to:</p> <ul style="list-style-type: none"> <li>○ reflect;</li> <li>○ use imagination and creativity;</li> <li>○ develop curiosity in their learning;</li> <li>○ apply an understanding of right and wrong;</li> <li>○ demonstrate social skills?</li> </ul> <p>Respect for the civil and criminal law of England.</p> <p>Respect for democracy.</p> <p>Respect for public institutions and services in England.</p> <p>Contribute positively to the locality in which the school is situated and to society more widely.</p> <p>Respect for other people; protected characteristics set out in the 2010 Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).</p> <p>Tolerance and harmony between different cultural traditions.</p> <p>Balanced presentation of opposing views on political issues.</p>	<ul style="list-style-type: none"> <li>* currently all staff are emphasising and modelling tolerance, understanding and kindness</li> <li>* staff use questioning to lead pupils to reflect</li> <li>* staff offer many spontaneous opportunities for curiosity and creativity in the large gardens</li> <li>* staff offer 2:1, which allows constant dialogue about right and wrong, reparations and expected behaviours</li> <li>* Staff model good social skills</li> <li>* Staff use social stories with pupils</li> </ul> <p>* Staff engage in dialogue about the law</p> <p>* Pupils and staff demonstrate voting and democracy at pupils meetings</p> <p>* Pupils engage in a program of visits to important public institutions and services in England</p> <p>* Pupils are encouraged to invite local persons to the 'coffee morning'</p> <p>* Pupils support local places of interest</p> <p>* Covered in PHSE</p> <p>* Modelled by having diverse staff team</p> <p>* Direct work, (dialogue), with children</p> <p>* New topics discussed openly</p> <p>* Newsweek newspaper discussed together</p> <p>* Celebrate cultural events</p> <p>* PHSE and RE</p> <p>* Visits to different cultural events and places</p> <p>* Observation in school</p> <p>* Discussion with pupils</p> <p>* Current affairs discussions</p>
<p><b>Areas for improvement in SMSC development. (Taken through to school improvement plan)</b></p>	
<p>* To enrich the enhanced curriculum off-site for SMSC</p>	

Prompts	Early years provision
<p><i>Approx. one page. Use bullet points. <b>Evaluate impact.</b></i></p> <p>Extent to which the early years Independent School Standards are met.</p> <p>Quality of teaching, learning and assessment.</p> <p>Children's engagement and enjoyment.</p> <p>Quality of curriculum.</p> <p>Phonics teaching.</p> <p>Personal development, behaviour and safety.</p> <p>Outcomes; including attainment at end of Reception (compared with EYFS profile national figures).</p> <p>'Catch-up' by disadvantaged children.</p> <p>Engagement with parents.</p> <p>Leadership and management.</p> <p>Governance arrangements.</p>	<p>NA</p>
<p><b>Early years provision is outstanding/ good/ requires improvement/ inadequate</b> <i>(delete as appropriate)</i></p>	
<p><b>Areas for improvement in early years provision.</b> <i>(Taken through to school improvement plan)</i></p>	
<ul style="list-style-type: none"> <li>▪ (Type here)</li> </ul>	

Prompts	Sixth form provision
<p>Quality of teaching, learning and assessment.</p> <p>Students' motivation and engagement.</p> <p>Quality of curriculum.</p> <p>Arrangements for assessment and monitoring progress.</p> <p>Personal development, behaviour and safety.</p> <p>Outcomes; including external accreditation.</p> <p>Careers guidance</p> <p>Quality of any off-site/alternative provision.</p> <p>Student destinations.</p> <p>Leadership and management.</p> <p>Governance arrangements</p>	<ul style="list-style-type: none"> <li>* one child in year 13</li> <li>* teaching is at her level, and level of tolerance</li> <li>* pupil has 100% attendance, engages in most lessons</li> <li>* Suitable curriculum, aims to support a 'moving on' plan</li> <li>Unit awards and ASDAN offered</li> <li>* Some behavioural outbursts, managed by staff</li> <li>* Some self-harming, managed by staff</li> <li>* Unit awards, ASDAN and FS</li> <li>To see 'LEBC' contract</li> <li>Doing 'work experience in nursery weekly</li> <li>Working with disabled group gardening project</li> <li>* Doing 'hair and beauty' ASDAN</li> <li>* Doing Food tech ASDAN</li> <li>* Do Outdoor pursuits and PE</li> <li>* Will go into supported living, autism</li> <li>* Managed by the Principal</li> <li>* SLT</li> </ul>
<p><b>Sixth form provision is outstanding/ good/ requires improvement/ inadequate</b> <i>(delete as appropriate)</i></p>	
<p><b>Areas for improvement in sixth form development.</b> <i>(Taken through to school improvement plan)</i></p>	
<ul style="list-style-type: none"> <li>* Good</li> <li>* BTech Centre in Enderby to be developed</li> </ul>	